

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

0231 - Lakewood Park Elementary School
0072 - Dan McCarty Middle School

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Needs Assessment Methodology:

The District Needs Assessment for each school in turn around included an on-going analysis of data and progress monitoring. Data from district and state facilitated walk-throughs of the classroom and school environments were utilized to provide adjustments throughout the year. A teacher and staff survey was conducted by the Superintendent and included a comprehensive inquiry into perceptions regarding effective leadership, especially in the area of supporting instruction and a safe school environment. Student achievement data, including both state results (FSA and EOC) as well as local results on comprehensives, running records and iReady diagnostics of reading and math were reviewed to identify strengths, areas in need of improvement and provide interventions. Based on the needs assessment, SLPS plans to continue Turn Around Option One with changes and request additional time to implement the plan.

Summary of Results:

Samuel S. Gaines Academy K-8

Samuel S. Gaines Academy K-8 results of the needs assessments reveal that progress is being made. The school anticipates a school grade of “C” for the 2015-2016 school year.

Lakewood Park Elementary School

Lakewood Park Elementary School results of the needs assessments reveal that progress has been made. The school is projected to be within 5-7 points away from earning a school grade of “C” for the 2015-2016 school year. Leveled Literacy Interventions (LLI) and the Benchmark Assessment System (BAS) were implemented on campus this year for grades K-2 to close gaps in literacy. Also, i-Ready diagnostics in Reading and Math were implemented in January 2016 and May 2016. Evidence indicates that LLI and BAS is having a positive impact on student achievement in the foundational grades of K-2. Further, needs indicate improvements in the following areas

1. *Effective Leadership,*
2. *Public & Collaborative Teaching and*
3. *Ambitious Instruction & Learning.*

Dan McCarty Middle School

Needs at Dan McCarty Middle School indicate improvements in the following areas

1. *Effective Leadership,*
2. *Public & Collaborative Teaching,*
3. *Ambitious Instruction & Learning,*
4. *Family and Community, and*
5. *Safe and Supportive Environments*

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

St. Lucie

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

St. Lucie Public Schools (SLPS) had previously selected “Option 1: District Managed Turnaround” (DMT) for Sam Gaines Academy K-8, Lakewood Park Elementary, and Dan McCarty Middle. Those Turnaround Option Plans (TOPs) have now expired. And, SLPS is requesting a one-year extension on those TOPs with the DMT option for each plan.

Samuel S. Gaines Academy K-8

SLPS selects the DMT option for Samuel S. Gaines Academy because the school grade is anticipated to be a “C”. Should the school grade estimates fall short, it stands to reason that a one-year extension is needed to continue making progress in order to earn a “C” or better. In either case, follow up progress monitoring will be conducted to ensure the school maintains its progress.

Lakewood Park Elementary School

SLPS selects the DMT option for Lakewood Park Elementary because the school grade is anticipated to be within 5-7 points from a “C”. With its close proximity to a “C”, it stands to reason that a one-year extension is needed to continue making progress in order to earn a “C” or better.

Dan McCarty Middle School

New district leadership has not had the opportunity to manage the expired TOP for two years. SLPS selects the DMT option for Dan McCarty Middle because the new leadership team wants to the opportunity to implement the plan (plus adjustments) with fidelity. SLPS has a new Superintendent, Deputy Superintendent, Chief Academic Officer, and Executive Director of Schools. The new Superintendent has a proven DMT plan that has worked in another district with the new Deputy Superintendent and the new Executive Director of Schools as leadership teammates. There is different leadership team in the district with experience and success in school turnaround. The Superintendent’s vision is clear: turnaround is a major priority. The Superintendent’s Cabinet is committed to having a “hands on” approach to turnaround with frequent progress monitoring. Additionally, SLPS self-elects to fulfill the 2nd and 3rd assurances of the “External Operator” option with Dr. Prince ensuring those assurances are met.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

